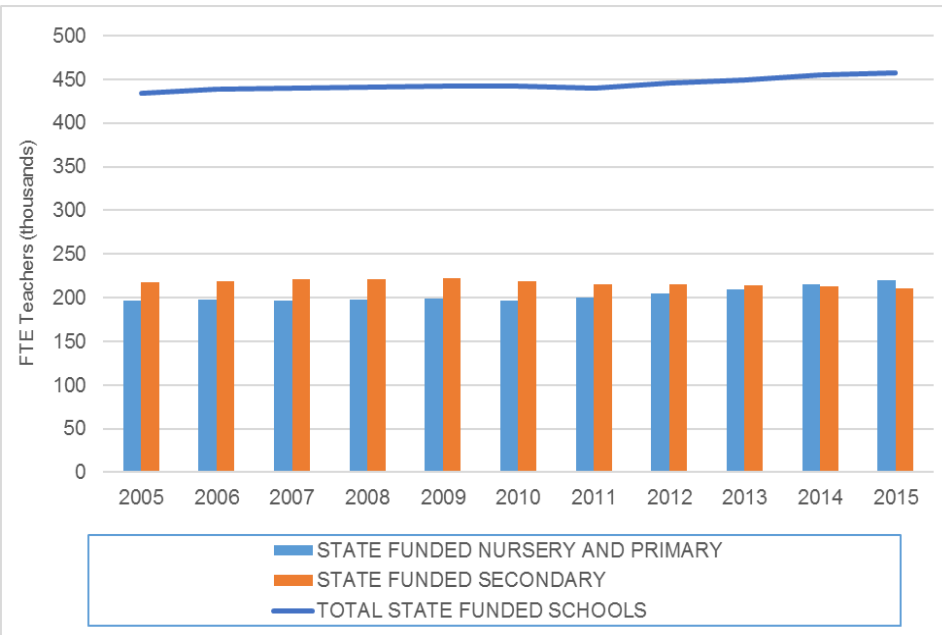




SFR 21/2016, 30 June 2016

The total number of full-time equivalent (FTE) teachers working in state funded schools in England has continued to rise. In November 2015 there 456.9 thousand FTE teachers.

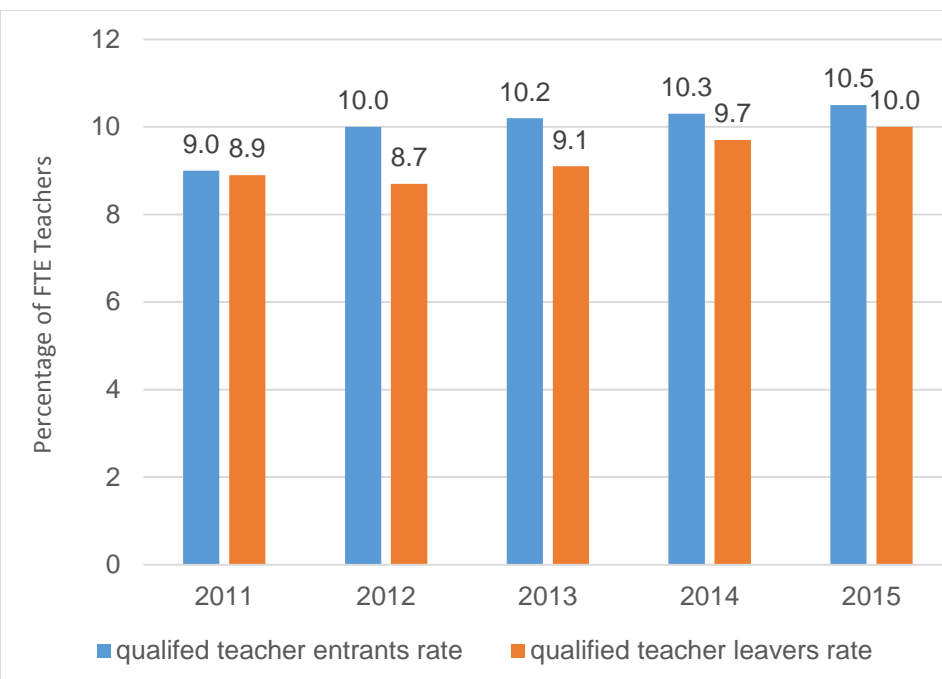


Between 2014 and 2015 the total number of FTE teachers increased by 2.0 thousand (0.4 per cent) from 454.9 thousand FTEs to 456.9 thousand FTEs.

The FTE number of teachers in all nursery/primary schools has risen by 4.5 thousand (2.1 per cent) on last year. The FTE number of teachers in all secondary schools has reduced by 2.5 thousand (down by 1.2 per cent).

Changes in teacher numbers over time mainly reflect changes in pupil numbers.

Between 2011 and 2015 the rate of entry into teaching has remained higher than the percentage of qualified teachers leaving the profession.



The total number of FTE qualified entrants to teaching has increased from 44,900 (10.3 per cent) in 2014 to 45,810 (10.5 per cent) in 2015.

Over the same period the total number of FTE qualified entrants leaving teaching has increased from 42,050 (9.7 per cent) in 2014 to 43,070 (10.0 per cent) in 2015.

Contents

1. The size of the schools' workforce (SFR Tables 1, 2a, and 2b)	4
Key changes between 2014 and 2015	5
2. Teacher flows (SFR Tables 7a, 7b and 8)	6
3. Deployment and characteristics of teachers and other schools staff (SFR Tables 3, 4, 5 and 6)	7
Teachers with and without Qualified Teacher Status	7
Gender of school staff	7
Disabled school teachers	8
Age of school teachers	8
Ethnicity of school staff	8
Full and part-time working amongst school staff	9
4. Teachers' pay (SFR Tables 9a, 9b, 9c and 9d)	9
5. Teachers' qualifications and curriculum taught (SFR Tables 10, 11, 12 and 13)	9
6. Teacher vacancies (SFR Tables 14 and 15)	10
7. Teacher sickness absence (SFR Table 16)	10
8. Pupil teacher ratios (SFR Tables 17a and 17b)	11
9. Teacher retirements and out of service teachers (SFR Tables 18 – 23)	11
10. Accompanying tables	12
11. Further information is available	13
12. National Statistics	14
13. Technical information	15
14. Get in touch	15
Media enquiries	15
Other enquiries/feedback	15

About this release

This statistical first release provides the latest information on the composition of the school workforce employed in local authority maintained nursery, primary, secondary and special schools and all primary, secondary, and special academy schools and free schools in England.

The release is based on data collected from schools and local authorities in **November 2015** as part of the sixth annual **School Workforce Census**. Data on independent schools, sixth form colleges and further education establishments are not included.

The census collects detailed information on teachers, teaching assistants and other non-classroom based school support staff. The SFR includes statistics showing the time series of school staff numbers by grade/role and by school phase. It also provides detailed characteristics data on school staff e.g. their age, gender, ethnicity and whether they work full or part-time.

The SFR also includes statistics on teachers' salaries, qualifications and sickness absence levels. Plus, for a sample of secondary school teachers, statistics are published on the curriculum subject taught, whether teachers have qualifications in the subjects they teach and the hours spent teaching by subject.

In addition, the SFR includes statistics on the number of teaching vacancies (and by subject for secondary schools) and the number of teaching posts that are filled on a temporary basis.

The quality of data in this release depends on schools correctly completing their returns. Each year we review the process to consider what additional validation checks we can build into the collection process to help schools, and how we can supplement the data schools return with other data we hold to improve the data quality.

In this publication

This statistical release contains time series statistics on the number of teachers, teaching assistants and support staff employed by state funded schools and local authorities in England. It also provides details on teacher and support staff characteristics and deployment, teacher flows, teacher pay, teacher sickness absence, teacher qualifications and curriculum taught, as well as teaching vacancies and pupil teacher ratios. These tables are contained in (Excel .xls)

In addition, there are statistics on teacher retirements and out of service teachers in (Excel .xls) and school level statistics (with LA and Region summaries) in the underlying data (open format .csv and metadata .txt)

The accompanying quality and methodology information document, provides information on the data sources, their coverage and quality and explains the methodology used in producing the data.

Feedback

We are changing how our statistical releases look and welcome feedback on any aspect of this document at SchoolWorkforce.STATISTICS@education.gsi.gov.uk

1. The size of the schools' workforce (SFR Tables 1, 2a, and 2b)

Table 1 shows how the size of the workforce in schools has changed since 2010 – when the School Workforce Census was first introduced. In November 2015 there were 1.4 million people (headcount) working in state funded schools in England. This comprises 503.0 thousand teachers, 13.1 thousand occasional teachers (on contracts of less than one month), 387.6 thousand teaching assistants, 462.2 thousand school support staff and 46.3 thousand additional third party support staff.

There were 150 schools (0.7% of all open schools) in the November 2015 census that did not supply usable data and estimates for these schools have been included in the following figures. Further information on the estimation for missing schools is contained within the accompanying quality and methodology information document.

Table 1: Composition of the schools' workforce (headcount):
England, 2010 - 2015, thousands

	Teachers	Occasional Teachers	Teaching Assistants	School Support staff	Third Party Support staff	Total Headcount
2010	486.4	12.2	341.2	458.9	-	1,298.7
2011	484.4	11.5	323.2	428.5	41.1	1,288.7
2012	490.3	12.9	359.2	450.3	44.0	1,356.7
2013	494.7	13.5	369.7	450.3	48.0	1,331.9
2014	500.8	14.1	362.4	445.2	46.5	1,369.0
2015	503.0	13.1	387.6	462.2	46.3	1,412.4

Source: School Workforce Census 2010 - 2015

The majority of teachers work full-time and the majority of other school staff work-part-time therefore headline figures are usually presented in terms of the number of full-time equivalent (FTE) staff members. FTE figures are not available for occasional teachers or agency/third party support staff and FTE figures for school support staff were not available for 2010.

In November 2015 there were 957.8 thousand full-time equivalent (FTE) school workforce employees (classroom and leadership group teachers, teaching assistants, school support staff and auxiliary staff) working in state funded schools in England. In FTE terms, 48 per cent of the schools' workforce are teachers, 27 per cent are teaching assistants and 25 per cent are non-classroom based support staff.

Table 2: Composition of the schools' workforce (full-time equivalent):
England, 2011-2015, thousands

	Teachers	Teaching Assistants	School Support staff	Total Full-time equivalents
2011	440.0	219.8	218.1	877.9
2012	445.4	232.3	224.7	902.4
2013	449.7	243.7	226.9	920.3
2014	454.9	255.1	232.0	942.0
2015	456.9	263.0	238.0	957.8

Source: School Workforce Census 2011 - 2015

The latest statistics continue the trend of previous years where the size of the school workforce is increasing due to increases in the number of teachers, teaching assistants and school support staff. The increase in total teacher numbers is focussed in the nursery/primary sector. Births in England have been broadly rising since 2002, leading to increases in primary-aged pupils from 2010. Between 2015 and 2024, pupil numbers in maintained nursery and state-funded primary schools are projected to increase by eight per cent and pupil numbers in state-funded secondary schools are projected to increase by twenty per cent. State-funded secondary pupil numbers started declining in 2004 and are projected to continue to decline

until 2015. Since then the increases in primary pupil numbers have started to flow through into secondary schools, with secondary school pupil numbers rising now for two consecutive years. See link:

<https://www.gov.uk/government/statistics/national-pupil-projections-trends-in-pupil-numbers-july-2015>

Key changes between 2014 and 2015

Between 2014 and 2015 there have been increases in the total number of school staff working in schools; from 942.0 thousand FTE staff in 2014 to 957.8 thousand FTE staff in 2015; an increase of 15.8 thousand FTEs and a rise of 1.7 per cent.

Within these increases there has been a rise in the number of primary school staff and a small decrease in the number of staff working in the secondary school phase.

Overall teacher numbers have increased further, by 0.4 per cent, between 2014 and 2015.

The total number of FTE teachers increased by 2.0 thousand; from 454.9 thousand FTEs in 2014 to 456.9 thousand FTEs in 2015.

Within the nursery/primary phase, the total number of FTE teachers increased by 4.5 thousand; from 215.5 thousand FTEs in 2014 to 220.0 thousand FTEs in 2015. This represents a 2.1 per cent increase.

Within the secondary phase, the total number of FTE teachers decreased by 2.5 thousand; from 213.4 thousand FTEs in 2014 to 210.9 thousand FTEs in 2015. This represents a 1.2 per cent decrease.

Overall teaching assistants numbers have increased further, by 3.1 per cent since 2014.

The total number of FTE teaching assistants has increased by 7.9 thousand; from 255.1 thousand FTEs in 2014 to 263.0 thousand FTEs in 2015.

Within the nursery/primary phase, the total number of FTE teaching assistants increased by 8.3 thousand; from 166.2 thousand FTEs in 2014 to 174.5 thousand FTEs in 2015. This is a 5.0 per cent increase.

Within the secondary phase, the total number of FTE teaching assistants decreased by 1.6 thousand; from 53.9 thousand FTEs in 2014 to 52.3 thousand FTEs in 2015. This is a 3.0 per cent decrease.

Overall school support staff numbers have increased further, by 2.6 per cent since 2014.

The total number of FTE school support staff (including auxiliary staff) has increased by 6.0 thousand; from 232.0 thousand FTEs in 2014 to 238.0 thousand FTEs in 2015.

Within the nursery/primary phase, the total number of FTE school support staff increased by 3.8 thousand; from 101.3 thousand FTEs in 2014 to 105.1 thousand FTEs in 2015. This is a 3.8 per cent increase.

Within the secondary phase, the total number of FTE school support staff decreased by 1.2 thousand; from 102.4 thousand FTEs in 2014 to 101.2 thousand FTEs in 2015. This is a 1.2 per cent decrease.

Further information on the size and composition the schools' workforce can be found in Tables 1, 2a, 2b, 3a and 3b of the statistical first release. In particular, Tables 3a and 3b provide a detailed breakdown of the staffing numbers (teachers in 3a, support staff in 3b) by school phase and school type. These tables show the balance of school staff in local authority maintained schools and academy/free schools.

As the number of academy and free schools increases and the number of LA maintained schools reduces this affects the distribution of school staff between school type within the primary and secondary school phases.

More academies...	In November 2015 there were 5,410 academy schools. This is an increase of 796 compared to 2014 when there were 4,614 academy schools. Academy schools accounted for 41 per cent of all schools at the time of the census.
... means more academy teachers...	In November 2015, there were 184.6 thousand FTE teachers in academy schools up 14.5 thousand or 8.5 per cent from 170.1 thousand FTE teachers in November 2014.
... and more teachers in free schools...	3.7 thousand FTE teachers were employed in the 303 free schools in November 2015. This is an increase of 1.1 thousand FTE teachers compared with the previous year. In addition, there were a further 1.0 thousand FTE teachers in University Technical Colleges and studio schools.
... and fewer teachers in local authority maintained schools...	In November 2015, there were 267.9 thousand FTE teachers in LA maintained schools down 6.0 per cent compared with the 280.2 thousand in November 2014.
... and fewer centrally employed teachers.	As more schools convert to academy status the support required from local authorities diminishes. In addition, many centrally employed staff worked in pupil referral units which are now standalone schools. These changes have resulted in the continued decline of centrally employed teachers; from 4.7 thousand FTE teachers in 2014 to 4.4 thousand FTE teachers in 2015.

2. Teacher flows (SFR Tables 7a, 7b and 8)

The total number of FTE qualified entrants to teaching has increased over time from 38,300 in 2011 to 44,900 in 2014 and 45,810 in 2015. As a percentage of the stock of qualified teachers the teacher entrants rate has also increased over the same period; from 9.0 per cent in 2011 to 10.3 per cent in 2014 and 10.5 per cent in 2015.

The number of qualified entrants in any one year includes newly qualified teachers, those teachers new to the state funded sector and those returning to teaching after a break. In 2015, newly qualified teachers accounted for 55 per cent of the total qualified entrants, 31 per cent of entrants are returners and 14 per cent are teachers new to the sector.

The total number of FTE qualified leavers has also increased over time from 37,890 in 2011 to 42,050 in 2014 and 43,070 in 2015. As a percentage of the stock of qualified teachers the teacher leavers rate has also increased over the same period; from 8.9 per cent in 2011 to 9.7 per cent in 2014 and 10.0 per cent in 2015.

The number of qualified leavers in any one year includes teachers taking retirement, those taking a break from teaching (e.g. maternity leave, secondments) and who may come back as returners in a later year and those leaving the profession (both these groups are in the 'out of service' category). Between 2011 and 2015 the FTE number of teacher retirements has decreased (from 13,330 to 8,820) and the FTE number of out of service teachers has increased (from 24,330 to 34,250). In 2015, out of service teachers accounted for 80 per cent of the total qualified leavers and retirements accounted for 20 per cent.

Teacher retention has remained broadly stable since 2006. The percentage of teachers that are still in post one year after qualifying and starting a job has remained static at 87 per cent. Table 8 shows the percentage of teachers that are still in post each year after qualifying and entering service. For example, the percentage of teachers that were still in post three years after qualifying and entering service was 75 per cent, a small decrease on the previous year's figure of 77 per cent. The percentage of teachers that

were still in post five and ten years after qualifying and entering service was 70 per cent and 61 per cent respectively. 50 per cent of teachers were still in service 19 years after qualifying and entering service.

3. Deployment and characteristics of teachers and other schools staff

(SFR Tables 3, 4, 5 and 6)

The size of the schools' workforce is such that the characteristics (gender, age, ethnicity etc.) of its employees changes very little between consecutive years.

Teachers with and without Qualified Teacher Status

The percentage of qualified teachers (those with Qualified Teacher Service) in all state funded schools is 95.1 per cent; a decrease from 95.5 per cent in 2014.

The total number of teachers without QTS increased between 2014 and 2015; from 20.3 thousand FTEs in 2014 to 22.5 thousand FTEs in 2015. This represents an increase in the percentage of FTE teachers without QTS; from 4.5 per cent to 4.9 per cent in 2015. As reported by schools the percentage of teachers without QTS that were working towards gaining QTS had also increased; from 15.0 per cent in 2010 to 19.2 per cent in 2014 to 20.0 per cent in 2015.

The percentage of FTE teachers that do not have QTS varies by school type. 3.1 per cent of teachers in all nursery/primary schools do not have QTS; compared with 5.9 per cent in all secondary schools.

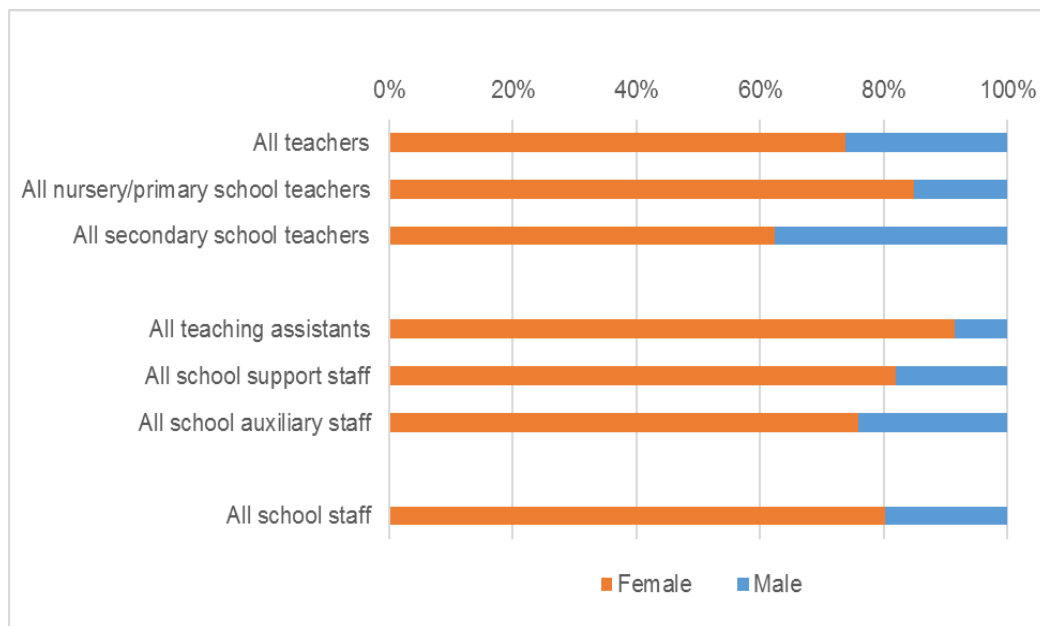
Within the nursery/primary sector, 2.8 per cent of FTE teachers in maintained primary schools do not have QTS. This rises to 3.9 per cent in primary academy convertor schools, 5.3 per cent in sponsor-led primary academies and 12.5 per cent in primary free schools.

4.8 per cent of FTE teachers in maintained secondary schools do not have QTS. This rises to 5.3 per cent in secondary academy convertor schools, 9.4 per cent in sponsor-led secondary academies and 10.3 per cent in secondary free schools.

Gender of school staff

Almost three out of four school teachers are female and four out of five school employees are female.

The percentage of full-time equivalent school staff by gender: November 2015



73.8 per cent of FTE teachers are female.

84.8 per cent of FTE primary school teachers are female and 62.4 per cent of secondary school teachers.

91.5 per cent of teaching assistants and 82.0 per cent of support staff are female.

Overall, 80.1 per cent of all school staff are female.

The percentage of female teachers has increased over time. In 2010, 72.9 per cent of full-time equivalent teachers were female and this percentage has increased in each year. By 2015, 73.8 per cent of full-time equivalent teachers were female.

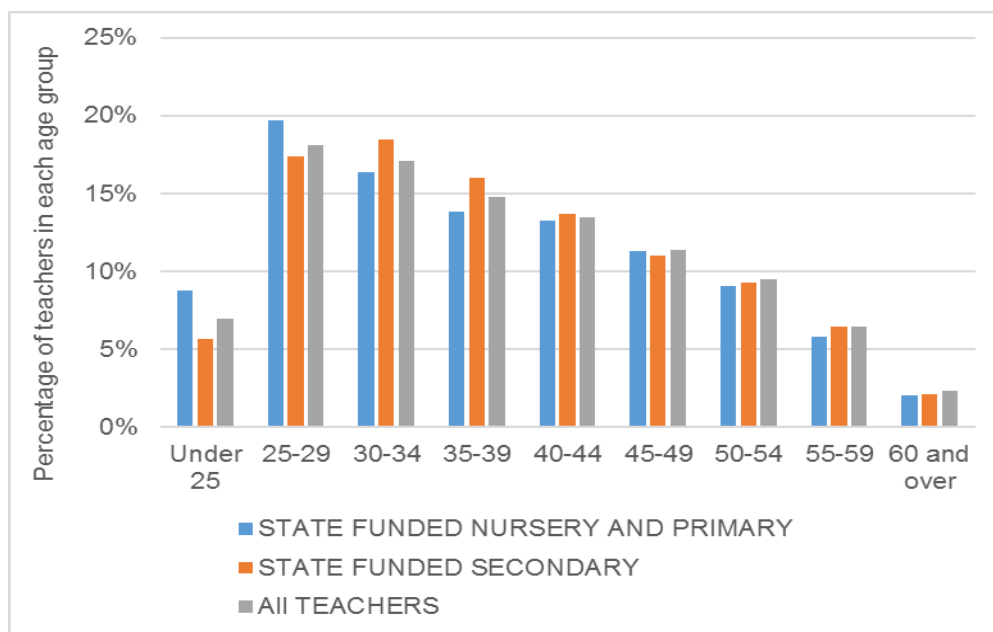
Disabled school teachers

Schools are asked to provide information on the number of teachers that record themselves as disabled. However, only half of schools provided information on disability in the November 2015 census. The information provided suggests 0.5 per cent of teachers are disabled, however, this may not truly reflect the real position given the large amount of missing data.

Age of school teachers

One in four teachers are under 30 years of age and nearly one in five are over 50 years old. On average teachers in primary schools are slightly younger than those in secondary schools.

The percentage of full-time equivalent school staff by gender: November 2015



28.4 per cent of FTE teachers in nursery and primary schools are aged under 30. For secondary schools the figure is 23.1 per cent.

54.7 per cent of FTE primary school teachers are aged 30 to 50, in secondary schools the figure is 59.2 per cent.

16.9 per cent of FTE primary school teachers are aged over 50, in secondary schools the figure is 17.7 per cent.

Between 2010 and 2015 there have been increases in the number of younger teachers and decreases in the number of older teachers. For example, the percentage of full-time equivalent teachers that are aged under 30 has increased from 23.0 per cent (in 2010) to 25.1 per cent (in 2015). Over the same period the percentage of full-time equivalent teachers aged between 30 and 50 has also increased from 52.9 per cent to 56.7 per cent. The percentage of teachers aged over 50 has therefore reduced; from 24.1 per cent in 2010 to 18.2 per cent in 2015.

Ethnicity of school staff

The percentage of teachers (where details are known) recorded as White British has decreased from 87.5 per cent in 2014 to 87.0 per cent in 2015. The percentage of head teachers recorded as White British was 93.4 per cent (a small decrease from 93.7 per cent in 2014).

Over time the percentage of teachers recorded as White British has decreased, from 88.9 per cent in 2010 to 87.0 per cent in 2015. Teachers from 'Other White Background' (3.7 per cent), White-Irish (1.7 per cent), Indian (1.7 per cent), Pakistani (1.0 per cent) and Black Caribbean (1.0 per cent) backgrounds are the next largest groups of teachers.

School support staff have a similar ethnic breakdown of staff with 86.5 per cent of all non-teaching staff recorded as White British. 86.4 per cent of teaching assistants were recorded as White British. This is a small reduction compared with 2014 when 86.6 per cent were recorded as White British.

Full and part-time working amongst school staff

The majority of teachers work full-time and the majority of other school staff work part-time.

In November 2015, 77.3 per cent of the headcount total number of teachers worked full-time and 22.7 per cent worked part-time. The percentage of part-time teachers has been increasing from 21.5 per cent in 2010 to 22.0 per cent in 2014 and 22.7 per cent in 2015.

In 2015, 27.2 per cent of female teachers worked part-time compared with 9.0 per cent of male teachers. Part-time working amongst female teachers has gradually increased; from 25.7 per cent in 2010 to 27.2 per cent in 2015. However, part-time working amongst male teachers has decreased between 2010 and 2014 (from 9.3 per cent to 8.5 per cent) although it has increased in the latest year (to 9.0 per cent in 2015).

Primary school teachers are more likely to work part-time; in the latest year 26.1 per cent of all nursery/primary school teachers worked part-time compared with 18.2 per cent of all secondary school teachers.

Most school support staff work part-time; in the latest year 85.4 per cent of teaching assistants worked part-time. Whereas 57.0 per cent of school support staff and 92.5 per cent of auxiliary staff worked part-time.

4. Teachers' pay (SFR Tables 9a, 9b, 9c and 9d)

The following statistics show the average (mean) salaries, in cash terms (unadjusted for inflation) received by teachers who were in post in schools that were open on census day in November 2015. The School Teachers Review Body recommendation was for a 1 per cent increase in teachers' pay which is reflected in the latest pay data for teachers.

Comparisons between years are given but should not be used as an indication of teacher pay awards. This is because they do not compare like for like. For example, in each year many teachers retire and are replaced by newly qualified teachers. The older teachers, many of whom will have been in the leadership group, will have been on higher salaries than those who are new to teaching. In addition, within each year a number of schools open, close and/or convert to academy status. This makes comparisons between years for the different school types/phases difficult.

In 2015, the average (mean) FTE salary for all full and part-time teachers was £37,800 – an increase of £400 compared with 2014. The average salary varies for teachers in primary and secondary schools and is higher for leadership teachers compared with classroom teachers.

For all full and part-time classroom teachers the average FTE salary was £34,600 this is £300 pounds a year higher than the equivalent figure for 2014; £34,300. The average salary for all full and part-time leadership group teachers was £56,900 in 2015. This is £400 higher than in the previous year when it was £56,500.

The average FTE salary for all full and part-time classroom teachers in LA maintained nursery/primary schools was £33,400 compared with £31,800 for equivalent teachers in primary academy schools. The average salary for all full and part-time classroom teachers in LA maintained secondary schools was £36,800 compared with £35,500 for equivalent teachers in secondary academy schools. Similarly, leadership group teachers have a higher average salary in secondary schools than in primary schools. The average salary for all full and part-time leadership group teachers in LA maintained nursery/primary schools was £53,600 compared with £53,900 for equivalent teachers in primary academy schools. The average salary for all full and part-time leadership group teachers in LA maintained secondary schools was £62,400 compared with £62,700 for equivalent teachers in secondary academy schools.

5. Teachers' qualifications and curriculum taught (SFR Tables 10, 11, 12 and 13)

The majority of teachers, 97.3 per cent, hold qualifications at degree level or higher – this includes those with Bachelor of Education degrees and those with a Postgraduate Certificate of Education. This is an increase on last year where the equivalent figure was 96.6 per cent. Part of this increase is due to improvements in the number of teachers for whom we have qualifications data.

The information collected on teacher's qualifications can be combined with the timetabling information provided by a large sample of secondary schools (representing 73.6 per cent of all secondary school teachers). The following statistics are therefore based on teachers and teaching that takes place in secondary schools only.

Tables 11 and 12 show the headcount number of teachers in November 2015 that are teaching each subject and the percentage of those teachers that have relevant post A-level qualifications. The total number of teachers teaching English Baccalaureate subjects (maths, English, sciences, history, geography and modern foreign languages) is 145.4 thousand – which 64.2 per cent of teachers. In terms of proportion of lessons taught, 59.3 per cent of all lessons taught were in English Baccalaureate subjects. This is a small rise from 57.8 per cent in 2014.

Table 13 shows the percentage of lessons taught by teachers with relevant post A-level qualifications. These percentages are all up on the previous year, although part of this rise may be due to improvements in the number of teachers for whom we have qualifications data.

6. Teacher vacancies (SFR Tables 14 and 15)

In November 2015, there were 730 vacancies for full-time permanent teachers in state-funded schools, a rate of 0.2 per cent. The teacher vacancy rate remains low and has been around one per cent or below (of all teaching posts) since 2000.

In addition to these 730 vacancies, a further 2,870 full-time posts (0.8 per cent) were being temporarily filled by a teacher on a contract of at least one term but less than one year.

Revisions to the vacancy statistics

The annual School Workforce Census counts the number of vacant teaching posts in each November. The information published is provided by schools as a school level count. The 2015 census collection and checking exercise identified a number of schools with far higher vacancy rates than expected. After contacting the schools, it became apparent they had provided vacancy data for the whole year rather than just the census period. These schools had provided their vacancy return in 2014 on the same incorrect basis.

Within this release a revised estimate for the total number of vacancies in 2014 has been included. The impact of the change is to reduce the total number of vacancies for 2014 from 1,030 to 780. This has changed the vacancy rate for 2014 to 0.2 per cent (from 0.3 per cent). For the same reason the total number of temporarily filled posts for 2014 has been revised down from 3,210 to 3,160.

7. Teacher sickness absence (SFR Table 16)

In the 2014-15 academic year 56 per cent of teachers in service at any time during the year had at least one period of sickness absence compared with 55 per cent in 2013-14. For those teachers taking sickness absence the average number of days lost was 7.6; lower than the 7.9 days lost during the previous year.

In previous years (between 2000 and 2013) the percentage of teachers taking sickness absence has varied between 55 and 57 per cent. However, the average number of days taken as sickness absence has been falling slowly; from an average of 9.9 days in 2000 to 7.6 days in 2014/15.

In 2014-15 a total of 2.22 million days were lost to teachers' sickness absence which is higher than in 2013/14 (when 2.21 million days were lost) but lower than in all previous years (2000 to date) with the exception of 2011/12 (when 2.19 million days were lost). The total number of days lost equates to an average of 4.2 days lost for every teacher. This is the lowest rate seen over the period from 2000 to 2014/15.

8. Pupil teacher ratios (SFR Tables 17a and 17b)

The pupil teacher ratio is derived by combining teacher numbers from the November School Workforce Census with the pupil numbers from the following January School Census. In 2015, the pupil teacher ratio was 17.4; this is the number of full-time equivalent pupils for each full-time equivalent teacher working in state-funded schools in England. The pupil teacher ratio for all schools has increased by 0.3 percentage points from the 2014 position (17.1) and is higher than the previous three years where it was static at 17.2 (in 2011, 2012 and 2013).

Between 2011 and 2015 the pupil teacher ratio in nursery schools has steadily increased from 16.2 to 18.8. During the same period there was little change in the pupil teacher ratio in maintained primary schools. It was 20.5 in both 2011 and 2012 was 20.3 in 2014 but then increased again to 20.4 in 2015. The pupil teacher ratio in primary academy schools has increased from 20.8 in 2014 to 20.9 in 2015. Across the entire nursery/primary sector the pupil teacher ratio is 20.5. Again, there was very little change as this is the same ratio as in 2011 to 2013.

Within secondary schools there are fewer pupils per teacher than in the nursery/primary school sector – a pupil teacher ratio of 15.3 compared with 20.5.

Between 2011 and 2015 the pupil teacher ratio in all secondary schools has steadily increased from 14.9 to 15.3. During the same period the pupil teacher ratio in maintained secondary schools remained static, changing very little, from 15.0 to 14.8 in 2013, to 14.9 in 2014 and 15.1 in 2015. The pupil teacher ratio in secondary academy schools has increased from 14.8 in 2011 to 15.4 in 2015.

9. Teacher retirements and out of service teachers (SFR Tables 18 – 23)

The following statistics on teacher retirements and out of service teachers use the administrative data that is collected as part of the Teachers' Pension Scheme. Statistics are provided showing the number of teachers retiring from state funded schools in England in each financial year and the reason for doing so. Plus, statistics are provided showing the number of those qualified teachers that currently are not in service and those with no current recorded service.

The latest data, for 2014-15, shows the total (headcount) number of teachers taking retirement is 15,760. This is lower than in 2013-14 where the number of teachers retiring was 17,130 and it continues the downward trend from the peak years of 2010-11 and 2011-12 when teacher retirements were at 21,000 and 20,600 respectively.

53 per cent of those retiring in 2014-15 did so through as they had reach their retirement age, 44 per cent retired early (some with actuarially reduced benefits) and three per cent retired through ill-health.

The percentage of teachers retiring early has remained around the 42 per cent figure for the last ten years. The main change in the trend has been the reduction in those retiring through ill-health. The current percentage of teachers retiring through ill-health (3 per cent) is substantially lower than the historic figures; where it was 11 per cent in 2004-05 and over 25 per cent throughout the 1990s. Consequently, a higher percentage of those teachers retiring do so at their relevant retirement age.

The current number of qualified teachers aged under 60 (and not in receipt of a pension from the Teachers' Pension Scheme) that have worked in state funded schools in England and were not employed as at December 2013 is 227.1 thousand. This is lower than the equivalent figure for the period ending December 2012 when there were 230.9 thousand teachers out of service.

These figures will include some teachers who are working outside of the state funded sector or in education sectors in the other UK countries. Some teachers do return to service in the state funded sector.

In addition, there are currently 107.9 thousand teachers aged under 60 (and not in receipt of a pension from the Teachers' Pension Scheme) that since qualifying have had no recorded service in a state funded school. Some maybe in service outside of the state funded sector or in education sectors in the other UK countries. Some newly qualified teachers with no service will enter service in the future (delayed entry). For example, the latest figures show there are 7.5 thousand teachers that qualified in calendar year 2012 that have no recorded service. The figures published last year for those qualifying in calendar year 2012 showed 9.8 thousand with no recorded service.

10. Accompanying tables

The following tables are available in Excel format on the department's statistics website:

<https://www.gov.uk/government/collections/statistics-school-workforce>

Table 1 Full-time equivalent teachers and support staff in state funded schools: 1995, 2000, and 2005 to 2015.

Table 2a Head count of full-time, part-time and full-time equivalent number of teachers in state funded schools by sector and grade or post, 2010 to 2015.

Table 2b Full-time equivalent number of teaching assistants and other support staff in state funded schools by sector and grade or post, January 1995, 2000, 2005 and 2010, November 2010 to 2015.

Table 3a Head count and full-time equivalent numbers of regular qualified and unqualified teachers and occasional teachers in state funded schools by qualification status, gender and sector, 2015.

Table 3b Head count and full-time equivalent numbers of teaching assistants and support staff in state funded schools by qualification status, gender and sector, 2015.

Table 4 Full-time equivalent number of regular teachers in state funded schools by sector, grade, gender and age, 2015.

Table 5 Percentages of the head count of regular teachers in state funded schools by sector, grade, gender and ethnic origin, 2015.

Table 6 Percentages of the head count of teaching assistants and support staff in state funded schools by sector, grade, gender and ethnic origin, 2015.

Table 7a Qualified teacher entrants and wastage in state funded schools by sector, gender and full and part-time status (headcounts), March 2005 to 2011, November 2011 to 2015.

Table 7b Qualified teacher entrants and wastage in state funded schools by sector, gender and full and part-time status (FTE), November 2011 to 2015.

Table 8 Full and part-time teachers by year of gaining qualified teacher status, who were in service the following year and the percentage recorded in service in state funded schools in England in each year after.

Table 9a Full and part-time regular school teachers in state funded schools by salary, sector, gender and age, 2015.

Table 9b Full and part-time regular classroom teachers in state funded schools by salary bands, average salary, sector, gender and age, 2015.

Table 9c Full and part-time regular leadership teachers in state funded schools by salary bands, average salary, sector, gender and age, 2015.

Table 9d Full and part-time regular head teachers in state funded schools by salary bands, average salary, sector, gender and age, 2015.

Table 10 Head count of regular teachers in all state funded schools by phase, grade and highest level of post A level qualification, 2015.

Table 11 Head count of teachers and number of hours taught by subject and key stage to year groups 7-13 in all state funded secondary schools, 2015.

Table 12 Highest post A level qualifications held by state funded secondary school teachers (head count) in the subjects they taught to year groups 7-13, 2015.

Table 13 Hours taught in a typical week to pupils in years 7 to 13 by highest post A level qualifications of the teacher teaching the lesson, 2015.

Table 14 Full-time teacher vacancies temporarily filled posts and rates in state funded schools by sector and grade, 2000 and 2005 to 2015.

Table 15 Full-time classroom teacher vacancies and temporary filled number of posts and rates in state funded secondary schools by subject, 2010 to 2015.

Table 16 Full and part-time teacher sickness absence in state funded schools, calendar years 2000, 2005 to 2009 and academic years 2009-2010 to 2014-2015.

Table 17a Pupil:teacher ratios and pupil:adult ratios in state funded schools, 2000, 2005 to 2015.

Table 17b Pupil:teacher ratios and pupil:adult ratios in academies, 2012 to 2015.

Table 18 Teacher retirements from state funded schools 1,2: Type of award by gender and year, 1989-90 to 2014-15.

Table 19 Teacher Retirements: Type of award by last known sector of service, grade and gender, 2014/15.

Table 20 Retirements from state funded schools: Type of award by gender and age on retirement, 2014/15.

Table 21 Retirements from state funded schools: Type of award by gender, year of retirement, new and current awards and average benefits awarded, 1998-99 to 2014-15.

Table 22 Qualified teachers out of service aged under 60 who were previously in service, by last known sector, calendar year of last service, gender and age, 2014.

Table 23 Teachers with qualified teacher status who have never been in service aged under 60, by calendar year qualified, gender and age, 2014.

11. Further information is available

School, local authority and regional figures.

School level school workforce data is available within the additional tables published alongside this statistical release. The school data contains a range of information for each school following the same themes as set out in this document. It also includes both local

authority and regional level summaries.

The total number of teachers in schools will not sum to the LA, region or national total. This is because the LA and region totals include those employed directly by LAs and the national totals include estimates for missing schools.

Statistics on teacher retirements and out of service teachers.

The additional tables also include the latest statistics on the number of teachers who have retired from service and those who are out of service. This information is derived from data that is collected as part of the administration of the teachers' pension scheme.

Want previously published figures?

The publications relating to the 2010 to 2014 collections can be found at the following link:
<https://www.gov.uk/government/collections/statistics-school-workforce>

Want these figures, related to Performance Tables?

8 school level school workforce indicators are included as part of each year's School Performance Tables. The indicators include FTE and headcount statistics for the number of teachers, teaching assistants and school support staff, the average salary of teachers and the pupil teacher ratio.

School level school workforce data from 2015 will be included in the next set of tables to be published at the end of 2016. For the latest of School Performance Tables visit:

<https://www.compare-school-performance.service.gov.uk/>

Want data for Wales, Scotland or Northern Ireland?

The School Workforce Census only collects information from schools in England. Education in Wales, Scotland and Northern Ireland is a devolved matter for the Welsh, Scottish and Northern Irish Governments. For information for Wales, Scotland and Northern Ireland, contact the departments below or access their statistics at the following links:

Wales: school.stats@wales.gsi.gov.uk or
<http://wales.gov.uk/statistics-and-research/schools-census/?skip=1&lang=en>

Scotland: school.stats@scotland.gsi.gov.uk or
<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>

Northern Ireland: statistics@deni.gov.uk or
<http://www.deni.gov.uk/index/facts-and-figures-new/education-statistics.htm>

Teacher training statistics.

Statistics on initial teacher training and the annual survey of newly qualified teachers can be found at the following link:

<https://www.gov.uk/government/collections/statistics-teacher-training>

12. National Statistics

The United Kingdom Statistics Authority has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics.

Designation can be broadly interpreted to mean that the statistics:

- meet identified user needs;
- are well explained and readily accessible;
- are produced according to sound methods, and
- are managed impartially and objectively in the public interest.

Once statistics have been designated as National Statistics it is a statutory requirement that the Code of Practice shall continue to be observed.

The Department has a set of [statistical policies](#) in line with the Code of Practice for Official Statistics.

13. Technical information

A quality and methodology information document accompanies this SFR. This provides further information on the data sources, their coverage and quality and explains the methodology used in producing the data, including how it is validated and processed.

More technical information here: <https://www.gov.uk/government/collections/statistics-school-workforce>

14. Get in touch

Media enquiries

Press Office News Desk, Department for Education, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

Tel: 020 7783 8300

Other enquiries/feedback

Neil Ross, Education Standards Evidence and Dissemination Division, Department for Education, 2 St Paul's Place, Sheffield, S1 2FJ.

Tel: 0114 2742190 Email: neil.ross@education.gsi.gov.uk



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About this publication:

Enquiries: Neil Ross, Education Standards Evidence and Dissemination Division, Department for Education, 2 St Paul's Place, Sheffield. Tel: 0114 2742190.

Email: neil.ross@education.gsi.gov.uk

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